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## ABSTRACT

To determine whether watching violence on television instills aggressive behavior in a child, the television viewing of 27 5-and 6-year old black males from a sample of urban poor families was periodically observed and charted over a 1-year period. Data was collected on each child's family unit, home setting and available media. Longitudinal trends were obtained on each child's social and intellectual development and an interpersonal behavior assessment was made. For one week, each family maintained a "dairy of the subject-child's television viewing: programs viewed, duration and intensity of viewing and reason for program selection. The heavy viewing periods on weekdays were naturally concentrated in the after school and evening hours. However, on Saturday and Sunday, the prime viewing period shifted to the morning hours, suggesting that children are selective about their television viewing. The children ranged from casual watchers to nearly addicted television viewers. Study results indicate that the heavy viewer is physically active, but interpersonally passive. The casual viewer is less able to be distracted, less likely to be bashful about playing with others and more likely to initiate interpersonal contact. Numerous instances of spontaneous imitation of televised behavior were observed. Children paid greater attention and exhibited higher reactivity while viewing children's programming. Tables and appendixes comprise half of the document. (Author/MK)

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TELEVISION IN INNER-CITY HOMES: VIEWING BEHAVIOR OF YOUNG BOYS

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The extent of television use and its potential impact on the child viewer has stimulated considerable research (Atkin, Murray, & Nayman, 1971; Weiss, 1971). The major lines of such research have been centered on either the effects of televiewing or the patterns of use associated with this media form.

With regard to the effects of televiewing, Bandura and Walters (1963) have suggested that children can learn novel behaviors from the observation of a televised model. More specifically, several studies (Bandura & Huston, 1961; Bandura, Ross, & Ross, 1963; Berkowitz, Corwin, & Heironimus, 1963) have indicated that the observation of televised violence may instigate or facilitate the child's display of aggressive behavior. However, elaboration of the social learning principles underlying these formulations (Bandura, 1969) has generally restricted such studies to a laboratory setting and hence prevented clear demonstration of the applicability of such principles in accounting for spontaneous behavior occurring in naturalistic televiewing settings.

On the other hand, the task of mapping children's television use patterns has been approached in a somewhat different manner. Schramm, Lyle, and Parker (1961) surveyed the role television plays in the lives of

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children and indicate that the child-viewer is a heavy user of this medium. Indeed, their data indicate a consistent increase in the amount of televiewing from about two hours per day in the first grade, to a peak of three or four hours per day during the pre-teens, with a subsequent decrease during the teenage years. In general, the description of the function and role of television as provided by Schramm, Lyle, and Parker (1961) is echoed by the findings of Himmelweit, Oppenheim, and Vince (1958) in their study of British school children. Taken together, these studies provide a fairly comprehensive picture of children's televiewing in terms of media use and program preference patterns.

Other research on the relationship between televiewing and children's social behavior has attempted to differentiate the program preference patterns of various "criterion groups" such as aggressive and non-aggressive boys (Eron, 1963; Lovibond, 1967). A recent study along these lines (Halloran, Brown, & Chaney, 1970) suggests that the delinquent boy differs from his non-delinquent counterpart not only in the type of program content most preferred (i.e., exciting programs) but also in terms of his likelihood of using television to rationalize his delinquent acts. Moreover, the results suggest that the observation of aggressive or destructive behavior may provide the child with the conclusion that such behavior is not severely prohibited by society and, by inference, such viewing may facilitate delinquent behavior. With regard to other aspects of children's social behavior, Bailyn's (1959) description of

the relationship between televiewing and intelligence and Siegel's (1958) study of exposure to television and the child's belief in the reality of the message are but a few examples.

Although each of these previously described studies has been concerned with the broad issue of the role of television in childhood, most of the research tends to focus on the way television deals with children rather than ask how the child deals with television. It is this latter issue that provides the focal point of the present study. More specifically, this study is not only concerned with "what" children watch but also "how" they watch television (i.e., behavior while viewing). The present study attempts to map the behavior setting and describe the spontaneous reactions of the child while viewing standard commercial television programming in his own home, and relate these factors to other aspects of the child's total televiewing experience (e.g., program preferences, extent and duration of viewing, and cognitive/socialization variables).<sup>1</sup>

## Method

### Subjects

Twenty-seven five and six year-old black males were selected from a sample of urban poor families in Washington, D.C. These boys had been participants for about four years in a longitudinal study of the impact of early childhood education programs.

four years.

It should be noted that the initial subject selection in the prior study depended upon some degree of parental cooperation and therefore the sample cannot be considered to be truly random. The details of the sampling procedures are outlined in reports on the Infant Education Research Project (Furfey, 1971).

#### Sample Characteristics

Family Unit.--Thirteen (48%) of the 27 children live in a family unit containing both mother and father. An additional 13 children live with just their mother, and the remaining child lives with his grandmother. In general the parents represent a broad age range (66% of the mothers and 49% of the fathers are between the ages of 26 to 40) with mothers tending to be somewhat younger than their husbands (26% of the mothers versus 11% of the fathers below age 25). With regard to caretaking and employment, five families indicated both parents work while overall 15(56%) of the mothers are employed on a part-time or full-time basis. The typical family unit consisted of a mother or a mother and father, the subject child, and several older siblings. Of the 27 families 14(52%) have four or more children in addition to the subject child, while only 2(7%) are one child families. In 16(59%) instances the family consists of one to three children who are older than the subject child. With regard to the focal point of this study, the subject child, is of course a six year old male who is typically described by his tutor as being an active, outgoing, youngster

who usually plays well with both siblings and neighborhood playmates.

Home Setting.--The home setting is such that most of the families live in either a residential (14/52%) or primarily residential and mixed commercial (6/22%) neighborhood. The type of housing is either an apartment (59%) or row house (30%) with only three (11%) families living in a detached single dwelling unit. The families are relatively mobile with 23(85%) having moved between two and five times in the past four years. The physical condition of the housing is generally described by the tutors as fair to adequate. The typical home has five to six rooms (12/44%) with an indoor bathroom (25/93%), and adequate plumbing (i.e. 22 families indicated they have hot and cold running water). With specific reference to the child, the home setting is one in which there are regular meal times in 19(70%) homes but supervision or discipline is described as either variable or lax (11/40%) while three families adhere to rather close supervision of the child.

Available Media.--Each of the 27 families has at least one television set and six (22%) families have two or more while only two families owned color television sets. In 16(59%) families the typical location of the main television set is in the living room followed by the bedroom, in the case of seven of the 28 families. With regard to other broadcast media 19 of the 28 families indicated that they own at least 1 radio and this too, is usually located in either the living room or bedroom. In addition 17 families possess

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a phonograph and it was likely to be located in the living room.

### Procedure

In the present study each child was observed and interviewed on several occasions over a one year period from March 1970 through April 1971. The "interviewers" of the present study were the "tutors" of the previous study and had established considerable rapport with both the child and his family. The forms of data obtained from each child can be described as assessing either developmental variables (i.e., measures of cognitive or socialization processes) or televiewing variables (e.g., program preferences, behavior while viewing, media usage patterns).

Developmental Variables.--Longitudinal trends on each child's intellectual and social development were obtained from both prior and concurrent measures. In the prior study, intellectual development was assessed at ages three, four, five, and six (Stanford-Binet Intelligence Scale). The child's interpersonal behavior was assessed, in both the home and classroom setting, at age six by asking the "interviewer-tutors" and teachers complete a behavior rating scale (see Appendix B). This scale had been in the prior longitudinal study at age three; developmental comparisons could therefore assist in describing the child's characteristic behavior patterns.

Televiewing Variables.--Each child was interviewed on several occasions regarding his conception of television. The interviews

covered such factors as the child's knowledge of, and preference for, various types of television programming. Additional questions focused on his daily activities, life style, and future goals. In some instances the tutor presented structured questions to the children while in other instances the child and tutor engaged in free dialogue.

During the week of February 15-21, 1971 each family maintained a "diary" of the subject-child's television viewing. The diary (cf., Appendix C) provided data on such factors as programs viewed, duration and intensity of viewing, and reason for program selection. The diaries were distributed to each home approximately three days prior to the onset of the recording period. The "tutors" instructed the subject child's mother or teenage siblings in the recording procedures. The family was paid a small fee (seven dollars) for their cooperation in this phase of the study.

An additional source of information on the televiewing patterns of these children, was provided by direct observation of each child's behavior while viewing several television programs. The observation form (cf. Appendix D) provided for the collection of both quantitative and qualitative data on the behavior exhibited by each child while viewing standard commercial television programming. Each child was observed on two occasions for a period of 45 minutes while he viewed television in his home. The observer for the first observation period was the child's tutor, a familiar black, female. The observer for the second observation session was a black male who was unknown to either

the child or his family. In each instance a standard observational schedule was employed and the directions to the child never varied.

### Results

#### Patterns of Television Use

Television and Daily Activities.--A major portion of the child's day was concerned with school related activities since each child was enrolled in either preschool or first grade. The time between close of school and bedtime which for most children was before 10 p.m., was devoted to activities such as playing or watching television. Most of the children indicated that they spent some time period between school and supper (3 to 6 p.m.) either playing or watching television with 13(48%) children devoting this time period primarily to play. In the evening (6 p.m. to bedtime) the children are more likely to watch television than play outdoors. In this period 17(63%) children either play or watch television as contrasted with 10(37%) children who play or watch television in the afterschool time period. However, during both of these time periods the children indicate that they have free access to the television and engage in extensive viewing (i.e. children routinely view between two and four hours of television programming each day) but they are most likely to watch in the after school and evening time periods. However on holidays and weekends, morning (9 a.m. to noon) is the heavy viewing period for 9(33%) of the children. Most

children have definite program preferences and about 19(70%) children are able to name at least 4 or more favorite programs. With regard to control of television viewing, 19(70%) of the children indicate that there is no supervision and that the choice of TV fare is primarily determined in 13(48%) homes by either the child or his siblings. Indeed, the characteristic television setting in 19(70%) families, is one in which the child, and his brothers and sisters are the primary users and controllers of TV in the late afternoon and early evening hours.

Viewing Times.--A diary of the television programs viewed by each child during the week of February 15-21, provided data on the patterns of television usage for 24 of the 27 children. Table 1 displays the "television-time-budget" of these child-viewers according to four time periods: Morning (sign-on to noon), mid-day (noon to 3:00), after-school (3:00 to 6:00), and evening (6:00 to bedtime). It can be noted that the heavy viewing periods, during the weekdays, are concentrated in the after school and evening hours with the evening being somewhat more popular. However, on Saturday and Sunday, the prime

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Insert Table 1 about here

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viewing period shifts to the morning hours with a correlative large decrease in after-school and evening viewing. This pattern most readily suggests that the children are selective about their television viewing. They at least choose specific viewing times and, by implication-

specific classes of programming. On Sunday, for example, the boys tune-in for the children's programs in the morning but shun the rest of the TV day until Sunday evening which turns out to be "Sunday-Night-at-the-Movies." This inference about the child's selective viewing is further supported by reference to Monday's viewing pattern. Monday was functionally equivalent to the weekend because it was a legal holiday and the boys had access to a full day's programming. In this instance we again see the pattern of viewing early morning children's programs but the pattern also includes normal after school and evening viewing. Thus, the children actively sought, and re-tuned in their favorite after school programs that they watch throughout the week and, in effect, adopted the morning as an opportunity to view additional children's programming.

Television Diet.--Table 2 describes the television content viewed by the children for each day of the one-week recording period. All programs recorded in the diary were classified according to seven basic content areas: situation comedy, cartoons, child adventure, action drama, quiz and variety, general drama, and education programming. Several of these categories such as situation comedy (e.g., Eddie's Father and Here's Lucy), cartoon (e.g., Superman, Eightman, Batman,

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Insert Table 2 about here  
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Speed Racer), quiz and variety (e.g. Truth or Consequences and Ed

Sullivan), and educational programs (e.g. Sesame Street, Romper Room etc.) are relatively distinct categories. On the other hand the "child adventure" category can be described as a melange of non-animated, (i.e. non-cartoon) adventure programs which seem to be designed specifically for children such as Ultraman, the Little Rascals, and Lassie. The definition of the "action drama" category consists of more adult fare such as Mod Squad, Wild Wild West, Mission Impossible, FBI, and similar prime-time programming. The "General drama" defined by social-dramatic content was, in this instance, composed of such shows as Dark Shadows, "Soap Operas" and Marcus Welby, M.D. The other category included movies, Sports and News or generic-unknown programs (e.g. Cinderella, Spacemen).

It is apparent that the frequency of viewing a specific type of program content varied according to the day of the week. This finding can most probably be accounted for by differences in the availability of various kinds of programming throughout the week, i.e., there are more situation comedy programs on television during the weekday (at a viewing time available to the school-age child) than on weekends. Hence, the data in Table 2 indicate that, in terms of the total week viewing, situation comedy is the front runner, followed by cartoons, with action drama in "hot pursuit" for third place. However, on the weekends cartoons supplant situation comedy as the most frequently viewed programming; a fact primarily due to the Saturday morning "cartoon festival."

Another intriguing finding was the very low incidence of viewing educational programming which includes Captain Kangaroo, Romper Room, and Sesame Street. Indeed, if Sesame Street is taken as a case in point, it can be noted that only one child out of 24 watched any episodes of Sesame Street. However, this finding may be due to the fact that Sesame Street is available only on UHF in the Washington area and most older television sets are not equipped for UHF reception. On the other hand it should be noted that the Captain Kangaroo's of standard (VHF) commercial channels were also seldom viewed. Other programming that had a low viewing index was general drama, and in the "other" category, news and sports. The sharp increase in the "other" category for Sunday reflects the fact that many children viewed movies during the day (e.g., for the week recorded, the children viewed Shirley Temple and Blondie and Dagwood films in the morning, and "Whatever Happened to Baby Jane" and "The Blue Max" in the evening). However, the overall most frequently viewed programs for the total week were situation comedies and cartoons.

Extent and Duration of Viewing.--In general, the children in this study spent approximately 21 hours viewing about 30 programs during the week. Their televiewing, in terms of number of programs, is lighter on weekends than on weekdays. However, in terms of the duration of viewing the actual amount of televiewing appears to be heavier on weekends. Table 3 describes the average numbers of hours devoted to television for each day derived from the one-week "diary" record. It can be noted

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Insert Table 3 about here  
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that weekday viewing averaged around two and one-half hours. The record for Saturday viewing indicated only a small increment, but Sunday viewing was distinctly atypical with approximately five hours devoted to television. One plausible explanation of this finding is the fact that the content of Sunday television programming contains a considerable number of movies and indeed 14 (58%) of the children viewed at least one movie during the day. This factor simultaneously inflated the duration and decreased the frequency of televiewing for Sunday.

One finding that is not evident in Table 3 is that the viewing, in terms of both daily and weekly averages, is highly variable across children. This result holds for either the extent (i.e. number of programs) or duration of viewing. With regard to extent of viewing, there were, among the 24 boys, some children who could be considered "addicted" to television. Thus, there were five boys (21%) who watched 48 or more programs throughout the week and there were nine children (38%) who watched 25-30 programs during weekdays. On the other hand there were some children who watched as few as five programs during the weekdays and as few as one program on the weekend. In terms of the duration of viewing, some children watch as little as 30 minutes per day while one child watched 12-1/2 hours on the recorded Sunday. The

weekly total viewing, for each child ranged from five to 42 hours.

Program Preferences.--When children were asked to name their favorite television programs, in contrast to a diary record of actual viewing, the description of their viewing patterns is only slightly altered. Table 4 describes the televiewing in terms of the proportion of "favorite programs" occurring in eight content categories. On two separate occasions, the children were asked to name their four favorite

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Insert Table 4 about here  
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television programs. In reporting the results of the first interview (Time 1) all four programs mentioned by each of 25 boys were combined in a summary preference index. The results of the second interview (Time 2) are presented in terms of the favorite program first mentioned by each child. It can be noted that the summary index of Time 1 is strongly related to the preference pattern displayed by the child's first-choice favorite programs of Time 2 ( $r_s = .76$ ) and provided an index of good temporal stability of the child's preference structure.

In general, the program content most favored by the children in this study were cartoons with the next favored being situation comedies. It can be noted that these two categories alone accounted for about 70% of all program's endorsed. Furthermore, when the categories of "child adventure" and "action drama" are taken into consideration, approximately 90% of favored television content is described. This

preference pattern is clearly related to actual viewing patterns as described by the televiewing diary (i.e., situation comedies and cartoons were the most frequently viewed programs). In addition, the diary results indicate a low incidence of viewing educational programming and this program content holds a similarly low status (1% of all favored programs) in the child's preference structure.

As an additional input, it is instructive to note that these children both prefer and watch a considerable amount of television, in addition to that available during the "children's hours", Table 5 presents the ten most frequently viewed, prime-time television programs. These results were obtained by presenting 16 children with a menu of all locally available prime-time programming (81 programs), and asking each child to indicate the programs he frequently (i.e., very often, or always) viewed. The product of this cafeteria selection was a television

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Insert Table 5 about here

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diet consisting of situation comedies and action drama.

Do brighter children like to watch the same type of programs other children prefer? The data in Table 6 suggest that

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Insert Table 6 about here

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when the first-choice nomination of each child's four favorite TV programs is inspected, it is apparent that the brighter children (median-split,

Stanford-Binet) are more likely to prefer programs other than cartoons or situation comedies. Thus, while the average child's favorite program is almost always a cartoon or situation comedy, the brighter child manifests a more varied preference structure (Fisher Exact Probability Test,  $p < .05$ ).

Addicted and Casual Viewers.--The diary records for 24 boys indicate that the amount of time spent viewing television is highly variable for these children. The figures on typical weekly viewing range from five to approximately 42 hours. Indeed, there were five children who watched more than 33 hours per week and five who viewed less than 13 hours. Thus, the children could be clearly differentiated into addicted and casual viewers on the basis of a median split on total weekly viewing time (addicted:  $\bar{X} = 1821.82$ , S.D. = 531.9/casual:  $\bar{X} = 810.0$ , S.D. = 229.7). Table 7 presents a description of the program preference patterns of light and heavy television users and it can be noted that both the addicted and casual child-viewer overwhelmingly preferred

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Insert Table 7 about here  
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cartoons and situation comedy over other forms of programming.

With regard to other viewer characteristics, the data in Table 8 suggests that the child's intellectual ability was not related to "amount" of televiewing ( $r_s = .06$ ). Thus, both bright and average children were

equally represented in the heavy user category.

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Insert Table 8 about here  
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On the other hand, a more elaborated picture of the addicted child-viewer emerges when comparisons are made between the child's television usage patterns and social behavior ratings. Table 9 displays the mean behavior ratings of addicted and casual viewers on three behavior dimensions: extraversion-introversion, hostility-considerateness, distractibility-task-oriented. The "current" ratings (age 6) were provided by the "tutor-interviewers" who have been involved with the children for the past four years. Ratings obtained on each child at age 3 are provided for longitudinal comparison. Focusing on the

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Insert Table 9 about here  
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current (age 6) behavior ratings, the heavy television user can be generally described as a physically active, but interpersonally passive child. He is more likely to forget instructions and drift from one activity to another with only passing interest, less likely to initiate interpersonal contact (e.g., talk to visitors), while preferring to engage in solitary play. On the other hand, the casual viewer can be described as less distractible, less likely to be bashful about playing with others, and more likely to initiate interpersonal contact. This suggested relationship between television usage and the social behavior patterns of these six-year-old boys, invites speculation about the causal

influence of heavy television usage (addicted children) in the facilitation of passivity. However, Table 9 also presents data on the social behavior patterns of these children when they were three-year-olds and it can be noted that the addicted viewer at age 6 manifested similar behavior pattern at age 3. Thus, it may be suggested that the child who is interpersonally passive becomes a heavy television user rather than the reverse line of influence. However, it should be noted that despite the trend of these findings the conclusions remain tentative due to the restricted sample size. When the current (age 6) social behavior ratings were dichotomized and re-cast in Table 10,

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Insert Table 10 about here  
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Fisher Exact Probability tests failed to yield a reliable differentiation between the addicted and casual viewer.

#### Televiewing Behavior

Behavior Setting.--Each child was observed on two separate occasions (daytime and evening) while he viewed standard, commercial television programming in his own home. The daytime observers were the two "tutor-interviewers," who were black females, familiar to both the child and his family. The evening observer was a black, male who was not previously known by either the child or his family. The duration of the observation period was 45 min. and was divided into a five minute "orientation" and eight alternating five minute, "structured" (eye

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contact) and "free response" recording periods (cf. Appendix D).

The 25 daytime observations took place in either the morning (13/52%) or afternoon 12(48%) on Monday through Saturday, with most observations (16/64%) occurring on Friday and Saturday. The television set was usually (15/60%) located in the living room and the observations were conducted in the room in which the child regularly viewed TV. This naturalistic setting necessitated the free inclusion of additional adults and children in the televiewing environment. The total number of participants including the observer and child ranged from three to seven with 15(60%) of the settings including five or more participants. In 21(84%) of the observations there was, at most only one adult in the room. However, in 18(72%) observations there were one to seven additional children in the behavior setting with the instance of "one additional child" being the most likely (6/24%) of the possible combinations.

The 22 evening observations took place in the afternoon (50%) or evening (50%) on weekdays (Monday-Friday 86%) with Monday or Tuesday being the most likely observation day (12/54%). The observations were usually conducted in the living room (16/73%) typically with three to five people in the room (12/54%) including the child and observer. The bulk of the additional viewers were usually children and in 9(41%) instances there were between two and four other children present. However, in 13 (59%) instances, the observer was the only adult in the setting.

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Insert Table 11 about here

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Correlates of Viewing.-- The observation records indicate that the behaviors exhibited by these children while viewing television range from passive staring to contemporaneous imitation of behavior displayed on the TV. Table.11 presents the mean frequency of occurrences of four broad classes of behavior (staring, commentary, imitation and reproduction) and a weighted index of reactivity based on these four scores (staring, 1 pt; commentary, 2 pts; imitation, 3 pts; reproduction, 5 pts) for the 20 minute "free-response" observation period. It can be noted that the most likely event was passive staring with a relatively low frequency of more active forms of participation such as imitation. The behavioral content of each of these four categories is functionally discrete: Staring consists of merely passive gazing at the TV set; commentary is described by verbalizations about the program such as "I saw this yesterday," "I like Lucy,"; imitation consists of nonverbal imitation of televised behavior, answering questions, talking back to the TV character, and singing along with and repeating songs or dialogue. The fourth category, reproduction, had a very low incidence of occurrence but it was sufficiently unique to warrant separate description. Behavior in this category is typefied by the response of a child who was watching Spiderman, a cartoon serial: "No more monsters coming, no more Pete (a character in the film)." "I'm Spiderman! " (stretches out hands, arms, and fingers--sings along with the music). In addition to these four categories, other behavior

manifested while viewing included eating, interacting with others, and solitary play.

Table 12 presents the relationship among the various televiewing

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Insert Table 12 about here  
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behaviors manifested by these six-year-old boys during the daytime observations. As anticipated, the amount of passive "staring" at the television set was clearly inversely related to all other behavior with the obvious exception of "attention" (calculated in terms of frequency of eye contact with the TV during the 20 minute structured-response recording period). The commentary and imitative behaviors of these children were positively related to all other reactions with the exception of "solitary play" which was antithetical to the more active responses. All of these active responses were, by definition, positively related to the reactivity index. However, both reactivity and attention were inversely related to the competing influence of interpersonal contact and solitary play.

Viewer Involvement--In general, children's overall activity in front of the television set, measured in terms of either frequency of "eye contact" with the TV screen or total reactivity (i.e. reactivity index) tended to decline over the 40 minute observation period. Table 13 presents the mean number of eye contacts (possible range 0-20)

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Insert Table 13 about here

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for each of the four "structured" five-minute observation periods and the mean reactivity index for the four "free response" observation periods for both daytime and evening observations. It can be seen that the children were responding at a reliably lower rate during the last ten minutes of the home observation than during the first ten minutes (Wilcoxon Signed Ranks Test:  $T = 33.5$ ,  $p < .01$  eye contact, and  $T = 17.5$ ,  $p < .01$  reactivity--daytime;  $T = 16.0$ ,  $p < .01$  eye contact and  $T = 32.0$ ,  $p < .02$  reactivity--evening). However, despite this overall decrease, the children maintained televiewing related behavior, i.e., continued to look at and respond to the television set throughout the duration of the observation period.

The attentiveness of the child-viewer was assessed by both the observer's rating of overall interest or attention and by recording the child's eye contact (every 15 seconds) during alternating five-minute periods, throughout the 40 minute observation. There was a strong relationship between the tutor's global ratings of the child's overall attentiveness to the TV screen and the behavioral record of "eye contact" ( $r_{bis} = .73$ ) thus providing internal consistency for both measures.

Attention (eye contact) to the television set was generally unrelated to either cognitive or socialization variables including such factors as "task orientation." Moreover, Table 14 describes the relationship

between the attentiveness of the child's televiewing (observer rating)

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Insert Table 14 about here  
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and his behavior while viewing. While the patterns in Table 14 suggest that increased attentiveness is related to greater reactivity ( $r_{\text{cos-pi}} = .59$ , attentiveness vs. reactivity index), Fisher Exact Probability tests on each contingency table failed to yield a reliable differentiation of the televiewing activity of attentive and non-attentive children.

Daytime and Evening Televiewing.--Inter-observer reliability was difficult to assess in this study since the procedure of sending three observers into a home to simultaneously record a child's behavior would be extremely disruptive of the behavior to be observed. However, two indices were devised as estimates of observer performance. Each of three observers (two daytime, one evening) observed four five-minute, video-tape recordings of an unfamiliar child viewing television in his own home.<sup>2</sup> The completed observation records were coded and the reactivity index for each of the four, five-minute periods was ranked for each observer. A Kendall Coefficient of Concordance (Kendall, 1948) computed on these rankings indicated fair agreement ( $\underline{W} = .56, p > .05$ ) between the three observers. However, Appendix E presents an alternative method for evaluating the "ecological validity" of the observer's reports by demonstrating close correspondence between the observers record and a transcript of the first ten minutes of the video taped behavior specimen.

Despite the validity of the observer's recording, there were some clear differences between the daytime and evening observation periods. In terms of the child's behavior while viewing, reference to Table 11

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indicates that the overall reactivity of the child (reactivity index) was clearly depressed during the evening observations ( $t = 3.88$ ,  $d.f. = 21$ ,  $p. < .001$ ). While there was no reliable difference in the amount of passive "staring" it is evident that imitation and commentary are virtually non-existent in the evening observation period. There are two potential explanations of the source of this discrepancy between daytime and evening observations: Differential behavior settings for the child (e.g., watching TV with parents/siblings; unfamiliar observer and modification of the stimulus materials (e.g., viewing different forms of program content in the evening).

Most of the significant aspects of the behavior setting, such as the number of children and adults in the room, remained unchanged in the evening observations. On the other hand one factor which may have altered the evening behavior setting was the presence of an unfamiliar male observer. Despite the fact that the observer was carefully "introduced" to the family, this strangeness factor may have contributed to an generalized inhibition of overt reactions to the television program. However, a plausible alternative explanation of the reactivity differences between day and evening viewing rests on demonstrable differences in the stimulus material. In this regard, Table 15 describes the proportion of children viewing various types of television content during the two observation periods. Inspection of

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Insert Table 15 about here  
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these data indicates that the differences are indeed like "night and day," with cartoons and child adventure accounting for 57% of all programs viewed during the daytime observation periods while these same two

program categories accounted for only 15% of the programs viewed in the evening. In the evening the TV content most frequently viewed (66%) shifted to the situation comedy and action drama categories. Since it has been demonstrated that cartoons are overwhelmingly the favorite programs of these children, it is plausible that the children would manifest greater reactivity while viewing cartoons (daytime observations) then while watching the less favored situation comedy and action drama programming. It is also conceivable that programs which are specifically designed for children, such as cartoons, are more likely to elicit spontaneous imitation and commentary than the more adult fare (action drama and situation comedy) broadcast during prime-time.

#### Patterns of Use and Viewing

Addicted Televiewing.--Do children who view extensive amounts of television (addicts) react to programs in a unique manner? The data in Table 16, although speculative suggest a possible pattern of televiewing. In general, the addicted viewer is less responsive

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Insert Table 16 about here  
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to the television, less attentive, and more likely to engage in solitary play while viewing. This pattern of televiewing behavior is quite similar to the previous description of the addicted child-viewer's social behavior i.e., the heavy television user is less likely to initiate interpersonal contact, more likely to prefer playing alone,

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and more distractible. Although attenuation of both sample size and range of observed behaviors prevent a clear differentiation of addicted and casual viewers, these parallel patterns of social and televiewing behavior provide some validity for the construct of television-addiction.

Program Preference and Televiewing.--In general, the child's reactivity and attentiveness to the television set was highly variable. It was previously demonstrated that children's viewing activity during the home observations, tended to decline throughout the duration of the 40-minutes of observation. It was also demonstrated above, that the child's activity during the evening observation period was much more restricted and passive than the behavior of the child - viewer manifested during the daytime observations. One potential explanation of this daytime/evening contrast was the difference in the television content viewed during the evening (e.g. more adult programs were viewed at night than during the daytime). In this regard, Table 17 describes the attentiveness and reactivity of the

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Insert Table 17 about here  
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child viewer while watching either children's or adult programming, during the daytime observation period. The general trend, despite the fluctuation during the last ten minutes of observation, was one of greater attention and higher reactivity while viewing children's

programming. The trend reversal during the final ten minutes of the observation period may be related to the fact that the observation period usually began with the start of a program and the programs generally terminated after 30 minutes, possibly producing a minor disruption of the flow of televiewing activity.

#### Discussion

The results of this study provide a description of the role television plays in the daily lives of several young children, in terms of both the child's "use" of television (e.g., program preferences; extent of televiewing) and his "reactivity" to the medium (i.e., televiewing behavior). However, the findings should be considered primarily descriptive of the children in this study, and generalizations to other ages and other groups should reference the particular characteristics of this sample. Despite this cautionary note, some intriguing and stable televiewing patterns did emerge.

In general, the viewing behavior displayed by these children suggests highly differentiated patterns of television utilization. By the time these boys were six years old, they had developed a fairly univocal approach to television in terms of the type of program content most preferred and viewed, but were highly variable in the extent and duration of their actual viewing.

With regard to preference structure, these boys overwhelmingly choose cartoons as their most preferred form of television entertainment and regularly avoided all "educational" programming. This indifference to programs such as Romper Room and Sesame Street was manifested in both

the nominations of favorite programs and in diary records of one week's viewing. On the few occasions when educational programs were mentioned as most preferred, they were usually nominated by the brighter children. Indeed, there was a reliable differentiation of the preferences of bright and average children, with the brighter child manifesting a more diversified preference pattern. Moreover, it should be noted that the boys did frequently view and, by implication, endorse programming other than that specifically designed for children: The second most preferred television content was situation comedy and, when each child was asked to indicate the evening programs he most frequently viewed, both situation comedy and action drama were the front runners. This latter finding, that young children are extensively exposed to adult programming, stands in contrast to the results of Schramm, Lyle, and Parker (1961) who found that preschoolers rarely viewed other than children's programming. Moreover, their findings suggested a developmental progression (during the preschool to teenage years) in the child's "taste" in television programming from cartoons and child adventure; to Westerns and situation comedy; and finally to pop music and public affairs. In the present study, inspection of the diary records of a total week's viewing indicated that although children's programming (cartoon and child adventure) was heavily viewed, more adult fare such as situation comedy and action drama accounted for almost 48% of all programs viewed by these six year old boys. However, it is conceivable that the differential amount of adult programming viewed by the young children in the present study, as contrasted with that reported by Schramm, Lyle and Parker (1961), may be merely reflective of variations in the type of programs available a decade later. In this regard, some measure of the fluidity of television

programming is provided by Shelby's (1964) history of the continuous modification in children's programming from "live" broadcasts in the 1948-52 period; to the Disneyland era in the mid-50's; and finally, to the cartoon festivals of Saturday morning in the 60's.

The magnitude of television's involvement in the daily life of the child can be calculated in terms of the extent and duration of the child's viewing. On the average, these young boys spent half of an adult's work-week (21 hours) watching approximately 30 programs. They were most likely to watch in the morning on weekends and in the afternoon and early evening hours, during the week. The pattern of viewing on a weekday that coincided with a non-school holiday, (Washington's Birthday) closely corresponded to the weekend viewing pattern. Thus, the child seems to structure his viewing in terms of both content preferences and available time. In other words, when given the opportunity to select from an entire day's programming, the child will focus on both early morning children's programming as well as his next-favored, adult evening programs. There were however, clear individual differences in the total amount of time devoted to television. Indeed, the "mainliners" of television viewed extensively enough to be considered truly addicted e.g., as much as 42 hours per week. This differential utilization of television did not appear to be related to either the child's intellectual ability or program preference patterns. On the other hand, the conclusions of the Himmelweit, Oppenheim, and Vince (1958) study, which suggest that the

"addicted" child-viewer may be differentiated from his less involved counterpart in terms of his interpersonal behavior, received some support in the present study of six year old boys. Ratings of each child's social behavior, on three borad dimensions (extraversion-introversion; task oriented-distractible; considerateness-hostility), tended to describe the addicted televiewer as more interpersonally passive or shy; preferring solitary play to peer interaction. Moreover, the casual child-viewer was described as more likely to initiate interpersonal contact and more task-oriented. In addition, the finding that similarly differentiated social behavior patterns were minifested by the addicted and casual viewers when they were three-year-olds, led to the speculation that it is not heavy television usage per se which produces the interpersonal passivity, but rather, such children turn to television as a means of maintaining a more solitary environment. Indeed, it is conceivable that an "electronic peer" is a more accessible playmate for a passive child.

The patterns of behavior exhibited by these young boys while viewing television in their own homes, varied from passive staring to more active participation in the process of televiewing such as imitation. The frequency of these reactions to televised programming was not uniform across all behavior categories. Thus, passive staring was the most likely reaction but commentary and imitation were also evident in that order. It is of particular import that the observers were able to record

numerous instances of spontaneous imitation of televised behavior. Thus, the child who claimed to be Spiderman, the children who sang along with commercials, and the child who copied the behavior of Romper Room's "Miss Nancy" were manifesting, in a naturalistic setting, behavior more typically observed in experimental investigations of social learning phenomena (Bandura & Walters, 1963). Moreover, the frequency or "reality" of this spontaneous imitation, despite the presence of an observer in the home setting, suggests that the actual occurrence of this behavior in the course of daily interaction with the television set

Conversely, the fact that the child's reactivity to the television set was affected both by the type of program content viewed and/or by "observer effects" demonstrates that the child's performance of behavior acquired while watching television is highly susceptible to environmental influences. General reactivity to television appears to vary in relation to the amount of "attention" the child pays to the television program, and this attention seems to be related to previously developed patterns of social behavior. It seems reasonable to conclude that what the child brings to the television set will determine in some measure, the potential impact of television on him.

The television "addict" seems to be somewhat different from the casual viewer. Moreover, the child's previously acquired program preferences exert an influence on his attentiveness and reaction to particular programming. Consequently, the results of the present study suggest that prediction of the potential impact of television requires a relatively precise specification of the characteristics of

the child as well as a description of the content of the program viewed. However, it must be remembered that observers who watched children viewing television in their own homes, were able to record numerous instances of spontaneous imitation of televised behavior. Thus, these children demonstrate, in a naturalistic setting, imitative behavior which usually has been observed only in an experimental setting.

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## Footnotes

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<sup>2</sup>The video taped behavior specimen of television viewing was provided by Robert B. Bechtel, Epidemiological Field Station, Greater Kansas City Mental Health Foundation.

Table 1

Mean Number of Television Programs Viewed According to Time and Day of Week  
During the Week of February 15-21<sup>1</sup>

| Time Period          | Monday <sup>2</sup> | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | Total all week |
|----------------------|---------------------|---------|-----------|----------|--------|----------|--------|----------------|
| Morning <sup>3</sup> | 1.46                | 0.21    | 0.42      | 0.17     | 0.17   | 2.29     | 1.54   | 6.26           |
| Mid-day              | 0.08                | 0.00    | 0.00      | 0.00     | 0.00   | 0.54     | 0.46   | 1.08           |
| After -<br>School    | 1.38                | 2.17    | 2.12      | 1.75     | 1.58   | 0.50     | 0.50   | 10.00          |
| Evening              | 1.33                | 1.88    | 1.38      | 2.08     | 2.42   | 0.88     | 1.33   | 11.30          |
| Total All Day        | 4.25                | 4.26    | 3.92      | 4.00     | 4.17   | 4.21     | 3.83   |                |

<sup>1</sup>  $\bar{N} = 24$

<sup>2</sup> Monday was a legal holiday (Washington's Birthday) hence heavy morning viewing more typical of Saturday and Sunday.

<sup>3</sup> Morning (sign-on to noon); Mid-day (noon to 3); Afterschool (3 to 6); Evening (6 to sign-off).

Table 2

Mean Number of Television Programs Viewed According to Content<sup>1</sup>  
(Program Category) and Day of Week for the Week of February 5-21

| Program Category | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | Total All Week |
|------------------|--------|---------|-----------|----------|--------|----------|--------|----------------|
| Situation Comedy | 1.62   | 1.42    | 1.08      | 1.33     | 2.08   | 0.88     | 0.29   | 8.70           |
| Cartoon          | 0.88   | 0.88    | 1.04      | 0.50     | 0.71   | 1.88     | 0.33   | 6.22           |
| Child Adventure  | 0.38   | 0.62    | 0.58      | 0.33     | 0.46   | 0.38     | 0.50   | 3.25           |
| Action Drama     | 0.54   | 0.79    | 0.62      | 0.88     | 0.54   | 0.54     | 0.96   | 4.83           |
| Quiz or Variety  | 0.29   | 0.08    | 0.12      | 0.46     | 0.00   | 0.17     | 0.33   | 1.45           |
| General Drama    | 0.04   | 0.08    | 0.12      | 0.21     | 0.12   | 0.00     | 0.00   | 0.57           |
| Educational      | 0.46   | 0.08    | 0.21      | 0.08     | 0.08   | 0.08     | 0.21   | 1.20           |
| Other            | 0.04   | 0.38    | 0.12      | 0.08     | 0.21   | 0.29     | 1.17   | 2.29           |
| Total All Day    | 4.25   | 4.33    | 3.89      | 3.87     | 4.20   | 4.22     | 3.79   |                |

<sup>1</sup>N = 24

Table 3

Mean Number of Daily Television Hours (Duration) for the Week of February 15-21<sup>1</sup>

| Duration of Daily Viewing |         |           |          |        |          |        | Total    |
|---------------------------|---------|-----------|----------|--------|----------|--------|----------|
| Monday                    | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | All Week |
| 2:39                      | 3:00    | 2:38      | 2:41     | 2:38   | 2:50     | 5:04   | 21:29    |

<sup>1</sup>  
N = 24

Table 4

## Children's Favorite Television Content

| Program Category | Percent - Favored Content    |                                   |
|------------------|------------------------------|-----------------------------------|
|                  | Time 1 <sup>a</sup><br>Index | Time 2 <sup>b</sup><br>1st Choice |
| Situation Comedy | 19%                          | 26%                               |
| Cartoon          | 50%                          | 44%                               |
| Child Adventure  | 14%                          | 4%                                |
| Action Drama     | 5%                           | 12%                               |
| Quiz and Variety | 1%                           | 7%                                |
| General Drama    | 1%                           | -                                 |
| Educational      | 1%                           | -                                 |
| Other            | 9%                           | 7%                                |

 $\bar{a}N = 25$  $\bar{b}N = 27$ 

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Table 5

## Most Frequently Viewed Prime-Time Television Programming

| Program Name        | Program Content Category | Percent of Children Viewing |
|---------------------|--------------------------|-----------------------------|
| Mod Squad           | Action Drama             | 94%                         |
| Here's Lucy         | Situation Comedy         | 81%                         |
| Julia               | Situation Comedy         | 75%                         |
| Gunsmoke            | Action Drama             | 69%                         |
| Beverly Hillbillies | Situation Comedy         | 69%                         |
| Lassie              | Child Adventure          | 62%                         |
| FBI                 | Action Drama             | 62%                         |
| Mayberry RFD        | Situation Comedy         | 62%                         |
| Bewitched           | Situation Comedy         | 62%                         |
| Land of the Giants  | Action Drama             | 62%                         |

<sup>1</sup>  
N = 16

a Based on number of children indicating that they "Frequently" (i.e., very often or always) watch these programs. The child selected each program from a list of all currently available, network, prime-time, programming (81 programs).

Table 6

## Program Preference Patterns of Bright and Average Children

|              |         | First-Choice Favorite Program |                |
|--------------|---------|-------------------------------|----------------|
|              |         | Cartoons /<br>Comedy          | Other Programs |
| Intelligence | Bright  | 8                             | 7              |
|              | Average | 11                            | 1              |

N=27

Table 7

## Program Preference Patterns of Addicted and Casual Viewers

| Television Usage | First-Choice   |       |
|------------------|----------------|-------|
|                  | Cartoon/Comedy | Other |
| Addicted         | 9              | 2     |
| Casual           | 9              | 4     |
|                  |                | N=24  |

Table 8

Extent of Televiewing Among Bright and Average Boys

|              |         | Televiewing   |        |
|--------------|---------|---------------|--------|
|              |         | Addicted      | Casual |
| Intelligence | Bright  | 6             | 7      |
|              | Average | 5             | 6      |
|              |         | <u>N</u> = 25 |        |

Table 9  
Mean Social Behavior Ratings of Addicted and Casual Televiewers

|                                        | Age 3 <sup>b</sup> |        | Age 6 <sup>c</sup> |        |
|----------------------------------------|--------------------|--------|--------------------|--------|
|                                        | Addicted           | Casual | Addicted           | Casual |
| Extraversion-Introversion <sup>a</sup> | 32.27              | 35.30  | 32.80              | 37.18  |
| Task Oriented-Distractibility          | 31.18              | 31.30  | 33.30              | 35.82  |
| Considerateness-Hostility              | 36.54              | 35.60  | 37.10              | 36.27  |

<sup>a</sup>Direction of scores from first to second dimension (high-extraversion, low-introversion).

<sup>b</sup> $\bar{N} = 21$

<sup>c</sup> $\bar{N} = 21$

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Table 10

## Televiewing and Social Behavior Patterns of Six-Year-Old Boys

| Social Behavior Ratings |                           |    |                            |    |                           |    |
|-------------------------|---------------------------|----|----------------------------|----|---------------------------|----|
|                         | Extraversion/Introversion |    | Task Oriented/Distractible |    | Considerateness/Hostility |    |
|                         | Hi                        | Lo | Hi                         | Lo | Hi                        | Lo |
| Televiewing             |                           |    |                            |    |                           |    |
| Addicted                | 4                         | 6  | 4                          | 6  | 5                         | 5  |
| Casual                  | 8                         | 3  | 7                          | 4  | 7                         | 4  |
|                         | <u>N=21</u>               |    | <u>N=21</u>                |    | <u>N=21</u>               |    |

Table 11

## Reactivity of Young Boys While Viewing Television

|                      | Mean Number of Televiewing Reactions |            |           | Reactivity Index |
|----------------------|--------------------------------------|------------|-----------|------------------|
|                      | Staring                              | Commentary | Imitation |                  |
| Daytime <sup>a</sup> | 8.28                                 | 2.40       | .64       | .20              |
| Evening <sup>b</sup> | 8.04                                 | .54        | .04       | .00              |
|                      |                                      |            |           | 16.04            |
|                      |                                      |            |           | 9.65             |

 $\bar{a}_N = .25$  $\bar{b}_N = .22$ 

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Table 12

## Intercorrelation Matrix of Children's Daytime Televiewing Behavior

|                          | 1 | 2      | 3    | 4      | 5      | 6     | 7      | 8      |
|--------------------------|---|--------|------|--------|--------|-------|--------|--------|
| Televiewing Behavior     |   |        |      |        |        |       |        |        |
| 1. Staring               |   | -.60** | -.23 | -.35   | -.27   | -.34  | -.46** | +.28   |
| 2. Commentary            |   |        | +.04 | +.43** | +.77** | -.12  | +.22   | +.12   |
| 3. Imitation             |   |        |      | +.23   | +.42*  | -.21  | +.01   | +.02   |
| 4. Reproduction          |   |        |      |        | +.70** | -.14  | -.14   | -.07   |
| 5. Reactivity Index      |   |        |      |        |        | -.41* | -.09   | +.28   |
| 6. Solitary Play         |   |        |      |        |        |       | +.08   | -.68** |
| 7. Interpersonal Contact |   |        |      |        |        |       |        | -.16   |
| 8. Attention             |   |        |      |        |        |       |        |        |

N = 25\* p .05  
\*\* p .01

Table 13  
Televiewing Activity Rates During 40 Minute Daytime and Evening  
Observation Periods

| Duration (in 5 minute periods)      |                      |       |      |       |      |       |      |      |
|-------------------------------------|----------------------|-------|------|-------|------|-------|------|------|
|                                     | 5                    | 10    | 15   | 20    | 25   | 30    | 35   | 40   |
|                                     | Daytime <sup>a</sup> |       |      |       |      |       |      |      |
| Structured (Eye Contact)            |                      |       |      |       |      |       |      |      |
|                                     |                      | 15.36 |      | 15.08 |      | 13.60 |      | 8.56 |
| Free Response<br>(Reactivity Index) | 5.00                 |       | 3.76 |       | 4.48 |       | 2.80 |      |
|                                     | Evening <sup>b</sup> |       |      |       |      |       |      |      |
| Structured (Eye Contact)            |                      | 14.23 |      | 14.86 |      | 11.27 |      | 5.95 |
| Free Response<br>(Reactivity Index) | 2.73                 |       | 2.14 |       | 2.64 |       | 1.54 |      |

<sup>a</sup> $\bar{N} = 25$

<sup>b</sup> $\bar{N} = 22$

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# Attentive Viewing and Children's Televiewing Activity

|               | Starting |    | Commentary |    | Imitation |      | Reactivity Index |    |    |
|---------------|----------|----|------------|----|-----------|------|------------------|----|----|
|               | Lo       | Hi | Lo         | Hi | None      | Some | Lo               | Hi |    |
| Attentiveness | Hi       | 6  | 11         | Hi | 7         | 10   | Hi               | 6  | 11 |
|               | Lo       | 5  | 3          | Lo | 5         | 3    | Lo               | 6  | 2  |

$$\bar{N} = 25$$

Table 15

Percent of Programs Viewed During Daytime and Evening;  
Home Observations

| Program Content  | Observation Periods  |                      |
|------------------|----------------------|----------------------|
|                  | Daytime <sup>a</sup> | Evening <sup>b</sup> |
| Situation Comedy | .20                  | .45                  |
| Cartoon          | .34                  | .08                  |
| Child Adventure  | .23                  | .07                  |
| Action Drama     | .00                  | .20                  |
| Quiz Variety     | .03                  | .08                  |
| General Drama    | .02                  | .00                  |
| Educational      | .16                  | .00                  |
| Other            | .01                  | .05                  |
| No Answer        | .01                  | .07                  |

<sup>a</sup>N = 25<sup>b</sup>N = 22

Table 16

## Televiewing Behavior of Addicted and Casual Viewers

| Televiewing Behavior |                  |               |             |
|----------------------|------------------|---------------|-------------|
| Television Usage     | Reactivity Index | Solitary Play | Eye Contact |
| Addicted             | 14.50            | 3.08          | 52.25       |
| Casual               | 18.40            | 2.30          | 54.80       |

 $\bar{N} = 25$

Table 17

Attention and Reactivity to Varying Program Content During  
Daytime Observations of Televiewing Behavior

| Program<br>Content     | Observation Period |                  |                  |                  |
|------------------------|--------------------|------------------|------------------|------------------|
|                        | 0-10 minutes       | 11-20 minutes    | 21-30 minutes    | 31-40 minutes    |
|                        | Eye Contact        | Eye Contact      | Eye Contact      | Eye Contact      |
|                        | Reactivity Index   | Reactivity Index | Reactivity Index | Reactivity Index |
| Children's Programming | 16.31              | 15.31            | 14.46            | 6.67             |
| Adult Programming      | 14.11              | 14.89            | 13.22            | 10.08            |
|                        | 5.46               | 4.38             | 3.62             | 2.11             |
|                        | 4.00               | 2.78             | 6.00             | 3.54             |

N = 25

APPENDIX A

FIRST-GRADERS WATCHING TELEVISION

Paul Hanly Furfey

## FIRST-GRADERS WATCHING TELEVISION

Paul Hanly Furfey

Catholic University of America

Staff members of the Infant Education Research Project visited the homes of 25 of the 28 subject children and observed for approximately one hour while these boys watched television. The observers described their general impressions of the child's television viewing by drawing on both their observation period and their general knowledge of these children and their families. The 25 reports varied in length from about half a typed page to a full page. The present memo is based on these reports.

It must be admitted at the outset that this anecdotal information does not permit clear generalizations about the part that TV played in the lives of the subject children. However, it was interesting to note that in a number of cases television was chosen for a lack of something more interesting. One child watched television "when there is nothing better to do." Another chose it for lack of "something better or more exciting." In the case of four boys it was explicitly stated that they preferred outdoor play but fell back on TV only when the weather was bad. The homes where these boys live are often crowded, dark, and unpleasant. Therefore, when outdoor play is impossible, television

Furfey

looms large. There are probably far fewer alternatives than in middle-class homes. Of one boy it was said, "In inclement weather, this is his main entertainment."

Many published studies give quantitative data on the total amount of time children spend watching television or the amount of time they watch specific programs; but they do not distinguish qualitatively between different kinds of watching. One point brought out clearly by the present series of observations is that there are many different ways in which a child may react to television. There are many varieties of "watching."

Staff members observed that in several cases a child's reaction to television was "passive." Of one boy it was said that "his television observation was quite passive." One child was allowed to choose his program; but even though the program was his own choice, he sat passively. Then the staff member allowed him to choose another program, but his reaction "was basically the same." Another boy was reported by his mother to "love" television; yet he impressed the visiting staff member as "a passive television viewer." Of one child, the staff member remarked that throughout the contact of the staff with him he has been "observed as a passive, introverted, non-verbal child." She was therefore not surprised that he should also be "a passive viewer" of television.

On the other hand, more than half the subject children gave some proof of a genuinely active interest in the programs they watched. It was reported of one child that "each time the commercial came on he sang

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along and appeared to know the entire commercial. He also hummed or sang along with the music that accompanied the cartoons he watched." Another "appeared to enjoy particularly the programs in which he could actively participate. As he watched 'Sesame Street,' he said his alphabet, counted and sang along with the TV."

It was reported of six of the subject children that they knew by name the characters appearing on certain programs and could discuss them and what they did. For example, it is reported of one boy that "he is familiar with some characters who appear in the programs and can describe verbally various aspects of the programs, particularly those he is most fond of . . . . He tries to imitate some of the people he watches."

One subject child gets up early regularly every morning to watch a favorite program before he goes to school. In a couple of instances, observers remarked that a child would be so interested in a program that he could not be distracted by noisy siblings and would dislike being interrupted to answer questions. One child sat very close to the TV screen so that the observer was afraid this might injure his eyes; probably this, too, should be interpreted as an evidence of interest.

In the case of one little boy, television seemed to have a good deal of psychological importance. "Being an only child, he relies on the television for companionship. He spends a good deal of time watching television . . . . It appears that without television he might be a very lonely child."

Furfey

4

The following excerpt from a report shows another way in which TV may capture a child's interest. "This child appears to have a close relationship with his father. They often, from the child's report, watch television together. On occasion, Mrs. W. says, the child really gets a big kick out of choosing the winner on The Dating Game along with his father."

The examples which have just been cited are cases in which subject children prove that they have a more than passive interest in TV. The most striking examples, however, are those in which the child appears to confuse the make-believe on the TV screen with reality. Several instances of this sort of thing occurred during the observations now being discussed. All of them will now be presented.

The first was a sort of borderline case. It was reported as follows: "In the course of the program there was a scene about a garage. An argument took place over the ownership of the garage. The subject child seemed somewhat disturbed by the argument. It was my impression that he really took the argument seriously from the worried expression on his face. Then he looked at me as if to read my reaction to the argument. Then he smiled." In this case, by taking the argument too seriously, the subject child seemed to show that he was confusing a story with real life.

A second case is thus reported: "While watching The Flintstones, the subject child turned to me and said, 'If Superman and Mighty Mouse were to

fight, who would win?' This to me indicated that the child did not recognize the difference between the cartoons and the human characters." It seems rather striking that a child should consider the bizarre cartoon characters to be real.

Another instance seems a little special. One subject child was reported by his grandmother to like to imitate the characters he watches on television. The report continues, "Sometimes he pretends that he is able to fly and then falls and hurts himself." Somehow TV was able to induce in this child the false belief that he could fly. In the face of common sense, he tried to do so and thus hurt himself. One would like to know a good deal more about this incident.

The fourth case is the most striking of all. The report is as follows: "His baby sitter reported that on one occasion some time ago, he was watching Li'l Rascals on television and decided to run away. By the time the police apprehended him, he was at Union Station ready to board a train. When asked where he was going, he replied, 'to California, to see the Li'l Rascals.'"

In children, like our six-year-old subjects, the dividing line between the real and the imaginary is far less sharp than with adults. Of course this is a general truth and is not confined to the world of television. However, children often watch TV a great deal and some of them, like some of our subject children, are fascinated by it. Television

presents the imaginary, but it presents it with a peculiar and persuasive vividness. Thus TV adds a powerful source of confusion between the real and the unreal in the minds of the young.

The data from our present series of observations are rather tantalizing. They show that television can blur the distinction between reality and imagination in the minds of the young, but they do not show under what conditions this happens nor what the long-term effects may be.

When the subject child got from TV the false notion that he could fly, no great harm resulted. He soon learned that he could not; and he did not harm himself seriously in the process. What may be infinitely more serious is TV's effect on the child's ultimate Weltanschauung. In growing up a child must learn to adapt himself to reality. He must learn how to meet life's problems. And one does not solve life's problems by magic, as on television. Of course fairy tales also distort reality. However, television is much, much more vivid than a fairy tale and its effect may be much, much greater.

In the present state of our knowledge there is little we can say about the issues raised in the last paragraph beyond the fact that television can distort reality in the minds of our subject children. But whether this distortion is a harmless and trifling matter or whether it can be serious, we simply do not know. Even to speculate about answers would be bad science.

**APPENDIX B**

**HOME BEHAVIOR INVENTORY**

HOME BEHAVIOR INVENTORY  
Day Care - Preschool Age

Earl S. Schaefer and May Aaronson

Child's Name \_\_\_\_\_ Class \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_

INSTRUCTIONS

Please describe as accurately as possible how your child behaves by circling one of the five responses to each question. Give a response to every item and Base YOUR RESPONSE UPON YOUR PERSONAL OBSERVATION AND EXPERIENCE.

|                                                                                          | Almost<br>always | Fre-<br>quently | Half<br>the time | Sometimes | Al-<br>most<br>never |
|------------------------------------------------------------------------------------------|------------------|-----------------|------------------|-----------|----------------------|
| 1. Goes up to others and makes friends; doesn't wait until they come to him.             | 5                | 4               | 3                | 2         | 1                    |
| 2. Sticks to something he starts until its finished.                                     | 5                | 4               | 3                | 2         | 1                    |
| 3. Prefers to be by himself; wants to be let alone                                       | 5                | 4               | 3                | 2         | 1                    |
| 4. Gets in a temper if he can't have his way.                                            | 5                | 4               | 3                | 2         | 1                    |
| 5. Likes to run around rather than to settle down to quiet play.                         | 5                | 4               | 3                | 2         | 1                    |
| 6. Is kind and sympathetic to someone who is upset or in trouble.                        | 5                | 4               | 3                | 2         | 1                    |
| 7. Likes to be with people rather than by himself.                                       | 5                | 4               | 3                | 2         | 1                    |
| 8. Quietly sticks to what he's doing when others are making noise or doing things nearby | 5                | 4               | 3                | 2         | 1                    |
| 9. Plays by himself rather than with others.                                             | 5                | 4               | 3                | 2         | 1                    |
| 10. Gets angry when he has to wait his turn or share with others.                        | 5                | 4               | 3                | 2         | 1                    |

HOME continued

2

|                                                                                | Almost<br>always | Fre-<br>quently | Half the<br>time | Some-<br>times | Almost<br>never |
|--------------------------------------------------------------------------------|------------------|-----------------|------------------|----------------|-----------------|
| 11. Forgets a job or errand he started,<br>as his mind wanders to other things | 5                | 4               | 2 2              | 2              | 1               |
| 12. Tries to make life easier for others;<br>doesn't want to hurt them.        | 5                | 4               | 3                | 2              | 1               |
| 13. Looks for someone to talk with or<br>play with.                            | 5                | 4               | 3                | 2              | 1               |
| 14. Spends a long time with things that<br>interest him.                       | 5                | 4               | 3                | 2              | 1               |
| 15. Pulls away, hides, leaves the room<br>when visitors come.                  | 5                | 4               | 3                | 2              | 1               |
| 16. Pushes, hits, kicks others.                                                | 5                | 4               | 3                | 2              | 1               |
| 17. His attention wanders from what<br>you're telling him.                     | 5                | 4               | 3                | 2              | 1               |
| 18. Is willing to share candy, food or<br>belongings with others.              | 5                | 4               | 3                | 2              | 1               |
| 19. Likes to talk to visitors                                                  | 5                | 4               | 3                | 2              | 1               |
| 20. Keeps trying even if something is<br>hard to do.                           | 5                | 4               | 3                | 2              | 1               |
| 21. Watches others, but doesn't join in<br>with them.                          | 5                | 4               | 3                | 2              | 1               |
| 22. Picks fights.                                                              | 5                | 4               | 3                | 2              | 1               |
| 23. Goes from one thing to another; quickly<br>loses interest in things.       | 5                | 4               | 3                | 2              | 1               |
| 24. Tries to help when he's asked                                              | 5                | 4               | 3                | 2              | 1               |
| 25. Tries to get attention by smiling<br>and talking to people.                | 5                | 4               | 3                | 2              | 1               |
| 26. Tries to do something the best<br>he can, even if it takes a long time.    | 5                | 4               | 3                | 2              | 1               |
| 27. Is too shy or bashful to play with others                                  | 5                | 4               | 3                | 2              | 1               |
| 28. Sulks, gets resentful, and won't<br>do things he should.                   | 5                | 4               | 3                | 2              | 1               |
| 29. Gives up on what he's trying to do<br>if it takes more than a short time.  | 5                | 4               | 3                | 2              | 1               |
| 30. Tries to please others.                                                    | 5                | 4               | 3                | 2              | 1               |

APPENDIX C  
TELEVIEWING DIARY RECORD  
(Sample Page)

# SAMPLE PAGE

MONDAY

|                                                                                    |                        |                                        |
|------------------------------------------------------------------------------------|------------------------|----------------------------------------|
| 1. NAME OF PROGRAM<br><i>Mystery Night at the Movies<br/>(Beach Blanket Bingo)</i> | ON CHANNEL<br><i>4</i> | TIME OF PROGRAM<br><i>9-11:15</i> P.M. |
|------------------------------------------------------------------------------------|------------------------|----------------------------------------|

2. Did you watch the entire program?

☐ Yes

☒ No, I missed part of the program

a. Between what times did you miss part of the program?

*9* and *9:45 PM*  
*10* and *10:30*

3. Reason for watching (Check one):

☐ I planned to watch this program

☒ It just came on the channel

☐ Other (Please explain) \_\_\_\_\_

4. Who had the main say in choosing this program?

☐ Me

☐ Someone else (Who?)

*nobody, it just came on the channel*

5. Did you talk at all while you were watching the program?

☐ No, I didn't say anything. (GO TO QUESTION 6)

☒ Yes

a. Did you talk about ☐ the TV program

☒ something else

b. How long were you talking? *20* Minutes

6. Did you do anything else during the program (e.g., reading, child care, etc.)?

☐ No, (GO TO QUESTION 7)

☒ Yes

a. What were you doing? *fell asleep; played checkers with youngest daughter*

b. How long were you doing this? *15* Minutes

7. How did you feel about the program? (Check one):

☒ Waste of time

☐ OK

☐ Really worth watching

8. What things did you like about the program?

☒ NOTHING

9. What things did you dislike about the program?

*was terrible*

*stupid plot; acting*

☐ NOTHING

# SAMPLE PAGE

MONDAY

|                                      |                        |                                             |
|--------------------------------------|------------------------|---------------------------------------------|
| 1. NAME OF PROGRAM<br><u>Sonanza</u> | ON CHANNEL<br><u>7</u> | TIME OF PROGRAM<br><u>9-10</u> A.M.<br>P.M. |
|--------------------------------------|------------------------|---------------------------------------------|

2. Did you watch the entire program?

☐ Yes

☒ No, I missed part of the program

a. Between what times did you miss part of the program?

9 and 9:05  
9:45 and 9:50

3. Reason for watching (Check one):

☐ I planned to watch this program

☐ It just came on the channel

☒ Other (Please explain)

my husband wanted to watch

4. Who had the main say in choosing this program?

☐ Me

☒ Someone else (Who?)

husband

5. Did you talk at all while you were watching the program?

☐ No, I didn't say anything. (GO TO QUESTION 6)

☒ Yes

a. Did you talk about ☒ the TV program

☒ something else

b. How long were you talking? 20 Minutes

6. Did you do anything else during the program (e.g., reading, child care, etc.)?

☐ No, (GO TO QUESTION 7)

☒ Yes

a. What were you doing? taking care of children;  
reading magazine

b. How long were you doing this? 10 Minutes

7. How did you feel about the program? (Check one):

☐ Waste of time

☒ OK

☐ Really worth watching

8. What things did you like about the program?

The way Pa Cartwright  
kidded Hoss; beautiful scenery

☐ NOTHING

9. What things did you dislike about the program?

story was very slow  
and boring

☐ NOTHING

APPENDIX D

OBSERVATION SCHEDULE--HOME TELEVIEWING

## OBSERVATION SCHEDULE

Name of child: \_\_\_\_\_

Date: \_\_\_\_\_ Day of week: \_\_\_\_\_

Time: \_\_\_\_\_

**GENERAL DIRECTIONS:** Make sure the television is on. Explain to the child that the reason you are there is to watch TV with him.

**ORIENTATION PERIOD:** Observe for five minutes and describe the setting. Description should include number of people in room and their activities, room in which TV is located, and general impressions of the setting.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

NEXT FIVE MINUTES: Description of child and his activity (e.g., sits with legs crossed, sucks thumb, punches brother, etc.) for each minute.

| Minutes | Name of program: _____ | Time: _____ |
|---------|------------------------|-------------|
| 1       | _____                  | _____       |
| 2       | _____                  | _____       |
| 3       | _____                  | _____       |
| 4       | _____                  | _____       |
| 5       | _____                  | _____       |

NEXT FIVE MINUTES: Eye Contact--Record what child is looking at using fifteen second intervals.

|    |   |    |    |    |    |
|----|---|----|----|----|----|
|    | 0 | 15 | 30 | 45 | 60 |
| 6  |   |    |    |    |    |
| 7  |   |    |    |    |    |
| 8  |   |    |    |    |    |
| 9  |   |    |    |    |    |
| 10 |   |    |    |    |    |

NEXT FIVE MINUTES: Description of child and his activity (e.g., sits with legs crossed, sucks thumb, punches brother, etc.) for each minute.

Minutes      Name of program: \_\_\_\_\_ Time: \_\_\_\_\_

11

12

13

14

15

NEXT FIVE MINUTES: Eye Contact--Record what child is looking at using fifteen second intervals.

0                      15                      30                      45                      60

16

17

18

19

20

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

NEXT FIVE MINUTES: Description of child and his activity (e.g., sits with legs crossed, sucks thumb, punches brother, etc.) for each minute.

Minutes      Name of program: \_\_\_\_\_ Time: \_\_\_\_\_

21

22

23

24

25

NEXT FIVE MINUTES: Eye Contact--Record what child is looking at using fifteen second intervals.

0                      15                      30                      45                      60

26

27

28

29

30

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

NEXT FIVE MINUTES: Description of child and his activity (e.g., sits with legs crossed, sucks thumb, punches brother, etc.) for each minute..

| Minutes | Name of program: | Time: |
|---------|------------------|-------|
| 31      |                  |       |
|         |                  |       |
|         |                  |       |
| 32      |                  |       |
|         |                  |       |
|         |                  |       |
| 33      |                  |       |
|         |                  |       |
|         |                  |       |
| 34      |                  |       |
|         |                  |       |
|         |                  |       |
| 35      |                  |       |
|         |                  |       |
|         |                  |       |

NEXT FIVE MINUTES: Eye Contact--Record what child is looking at using fifteen second intervals.

|    |   |    |    |    |    |
|----|---|----|----|----|----|
|    | 0 | 15 | 30 | 45 | 60 |
| 36 |   |    |    |    |    |
| 37 |   |    |    |    |    |
| 38 |   |    |    |    |    |
| 39 |   |    |    |    |    |
| 40 |   |    |    |    |    |

## Summary of Observation Period

1) Child watched: \_\_\_\_\_ very attentively

\_\_\_\_\_ somewhat attentively

\_\_\_\_\_ not very attentively

2) Who chose programs? (Check as many as apply.)

\_\_\_\_\_ child

\_\_\_\_\_ sibling

\_\_\_\_\_ parent or other adult

\_\_\_\_\_ observer

\_\_\_\_\_ friend

\_\_\_\_\_ other

3) Setting during programs:

\_\_\_\_\_ noisy

\_\_\_\_\_ quiet

\_\_\_\_\_ both noisy and quiet at times

4) Interactions of child during programs: (Check as many as apply.)

\_\_\_\_\_ parents or other adults made demands on  
child or interrupted his viewing

\_\_\_\_\_ siblings interacted with child

\_\_\_\_\_ friends interacted with child

\_\_\_\_\_ child played with toys or other materials  
(i.e., books, pets, etc.)

\_\_\_\_\_ other (describe) \_\_\_\_\_

5) Emotional responses during programs: (Check as many as apply.)

\_\_\_\_\_ no emotional response

\_\_\_\_\_ laughter

\_\_\_\_\_ surprise

\_\_\_\_\_ sadness

\_\_\_\_\_ fear

\_\_\_\_\_ bewilderment

\_\_\_\_\_ boredom

\_\_\_\_\_ other (describe) \_\_\_\_\_

Post-viewing Questions

1) What programs did you watch today?

2) What do you remember about what happened on TV today?

3) What did you like best about the shows you saw today?

APPENDIX E

OBSERVER RECORD AND BEHAVIOR SPECIMEN TRANSCRIPT

Table E-1

Observer Record and Behavior Specimen Transcript

Observer Record

Transcript

Minute 1

1. Learning on sofa looking at T.V. feet crossed - still laying back on sofa.
2. Leaning back on couch while watching has legs crossed, hand to face
3. Two children are sitting on couch; older child is partially seen; presumed to be viewing - both children are silent

He is sitting on end of the couch nearest the set. He has his feet on the floor and his back resting on the couch; one hand is near his mouth. He is watching TV closely. He has his feet crossed. He wiggles his feet. He continues to watch the set closely.

Minute 2

1. Patting feet to music still looking - looking at TV
2. Same position but moving feet to music
3. Younger child shifts to another position older child remains in same position. Music is the dominant theme at this moment

He is sitting still watching T.V. He bounces feet to the rhythm of the song. He is bouncing his head to the beat a few times and then sits still with no movements.

Minute 3

1. Looking intently same position
2. Same position - still moving feet to music
3. Exchange of words occur between the two children .. on time to watch.

Jamie sniffs a rose. He wiggles feet a little. He is sitting still.

Table E-1 continues

Observer Record

Minute 4

1. Looking intently feet crossed. Moving feet. Raising feet up and down.
2. Child still has legs crossed but moved hand from fact momentarily - moving it to music.
3. Children watching, both are silent - older child moves both feet.

Minute 5

1. Still leaning back on sofa looking at T.V. Moving feet.
2. Song ended - Child moves back on the couch to get more comfortable feet moving in up and down motion.
3. Older child can be seen sitting up; full profile is in view.

Minute 6

1. Sitting back on sofa looking intently. Gets up adjusts screen sits down, continues looking.
2. Child has toy in hand and whistle gets up to get something and sits again on sofa.
3. Child is striking object leg - approaches television changes channels - returns to sofa and leans back.

Transcript

He is still sitting in the original position. Jamie turns to look at his dad as he closes the dining room, for a few minutes. Then he returns to the original posture of watching T.V.

Jamie pats his feet to the beat of the song for a few seconds. He stops beat. He uncrosses his feet, sits up, and scoots back on couch, places hand on his chin with elbow on knee. He T.V. attentively.

Jamie looks back at T.V. He continues to beat his leg with the drumstick. He gets up and goes over to the TV and adjusts the set, then returns to the couch, He slouches down on the couch. He then looks into the dining area. He looked back at T.V. He's still in a slouched position. Jamie looks down at his hands that are playing with the drumstick. His feet are on the floor. He touches one foot to the other. He glances away from and then back to the T.V. se

Table E-1 continues

Observer Record

Transcript

Minute 7

1. Same sitting position - looking intently. Sits up then leans back.
2. Sitting on couch moving right foot up and down (shoe off)
3. Child raises up look toward other room says something to another person. Child is not watching - continues to play with object.

Minute 8

1. Changes position - moves arm. Playing with stick watching T.V.
2. Child looking toward kitchen- has legs crossed, toy in hand.
3. Child is presumed to be watching.

Minute 9

1. Raises leg. Sitting back on sofa looking at T.V.
2. Same position but probing foot with toy that he has (both feet on couch)
3. Child turns to prone position watches some what attentively. Child is watching.

Jamie takes his right shoe off. He then bounces his foot on the shoe. He continues to watch T.V. while doing this. Jamie is playing around with his feet. He bounces them and touches them to each other. Jamie then puts his legs entirely onto the couch. He beats his drumstick. He looks at T.V.

Jamie looks into the dining area and sits up. His legs are folded. He is laying on his side the drumstick is held under his foot with his hands attached to each end. He continues to watch T.V. Jamie beats his foot with the drumstick.

Jamie scratches foot with his drumstick. Jamie continues to play with his mouth holding it with his left hand.

Table E-1 continues

Observer Record

Transcript

Minute 10

1. Props leg up continues to lay back on sofa. Lays on stomach hitting stick on something. Watching T.V.
2. Right leg raised has toy in hand, blowing whistle (not too interested)
3. Child plays with object - continues to watch.

He puts the stick in and out of his mouth holding it with his left hand.

APPENDIX F

ADDITIONAL QUESTIONNAIRES

FAMILY DESCRIPTION

Family Name: \_\_\_\_\_

Address: \_\_\_\_\_

Type of Housing (e.g., apt., row/detached)\*  
\_\_\_\_\_

\*General description  
\_\_\_\_\_

Neighborhood Characteristics

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Description of Household

No. of Rooms \_\_\_\_\_

Indoor Bathroom Yes No

Adequate Plumbing Yes No

No. of Bedrooms \_\_\_\_\_

No. of TV Sets \_\_\_\_\_ Color: Yes No

Location 1. \_\_\_\_\_

of 2. \_\_\_\_\_

TV's 3. \_\_\_\_\_

No. of Radios \_\_\_\_\_

Location 1. \_\_\_\_\_

of 2. \_\_\_\_\_

Radios 3. \_\_\_\_\_

Phonograph: Yes No

Location \_\_\_\_\_

Furniture: Old New

[Empty box for additional notes or details]

# SUBJECT CHARACTERISTICS

| Parents:         | Birthdate | Age | Hours Usually |         |
|------------------|-----------|-----|---------------|---------|
|                  |           |     | At Work       | At Home |
| Mother _____     | _____     | ( ) | _____         | _____   |
| Father _____     | _____     | ( ) | _____         | _____   |
| Other Male _____ | _____     | ( ) | _____         | _____   |

| Children and Other Adults: (in order) |     | Unusual Characteristics |
|---------------------------------------|-----|-------------------------|
| 1. _____                              | ( ) | _____                   |
| 2. _____                              | ( ) | _____                   |
| 3. _____                              | ( ) | _____                   |
| 4. _____                              | ( ) | _____                   |
| 5. _____                              | ( ) | _____                   |
| 6. _____                              | ( ) | _____                   |
| 7. _____                              | ( ) | _____                   |
| 8. _____                              | ( ) | _____                   |

Discipline in Family: \_\_\_\_\_  
 \_\_\_\_\_

## No. and Location of Previous Residences (in order)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Is family on welfare? Yes No      Amount of additional support \_\_\_\_\_  
 Source of support \_\_\_\_\_

SUBJECT's ACTIVITIES

Child's Name \_\_\_\_\_

Age \_\_\_\_\_

School \_\_\_\_\_

Please indicate how he spends a typical day.

I. School: What do you know about his behavior in school? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What kind of student is he? \_\_\_\_\_

\_\_\_\_\_

II. After school:

3:00 - 6:00 p.m. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6:00 p.m. - bedtime \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When is bedtime? \_\_\_\_\_

Are meals served regularly? \_\_\_\_\_

General impressions

Does he tend to play with other children or does he play by himself?

Is he generally an aggressive child or does he seem more retiring?

Does he get into fights often?

Would you characterize him as active or passive?

### GENERAL TELEVISION VIEWING INFORMATION

About how much time per day does the child spend watching TV?

When is he most likely to watch? (Please give specific times)

Does he watch most often with:      brothers and sisters      (Please circle  
whole family      answer)  
alone  
other

What are his favorite shows?

Does he receive parental supervision of the TV fare he watches?

Is he free to choose what he will watch or do others make the selection?

In the following space please indicate anything you have learned about the child's television viewing behaviors or attitudes, how TV has affected him, what specific facts or behaviors he has learned from watching TV, etc.

INFANT EDUCATION RESEARCH PROJECT

Childrens' Television Interviewing

ows?

re your four favorite-TV programs?

o you like about (Program 1) ?

friend?

o you like about (Program 2) ?

o you like about (Program 3) ?

o you like about (Program 4) ?

of weekly programs that are on network television during the week.

Circle the program that you have seen all the way through ten times or more since January 1, 1970. (Each program has been on about 15 weeks.)

#### MONDAY

Sanamoko  
Here's Lucy  
Kagney RFD  
Carol Burnett

My World/Welcome  
Laugh-In  
Monday Movies

It Takes a Thief  
ABC Monday Movie

#### TUESDAY

Lawyer  
Red Skelton  
Gomer Pyle and J.J.  
Sixty Minutes

I Dream of Jeannie  
Debbie Reynolds  
Julia  
Tuesday Movies

Mad Squad  
Movie of the Week  
Marcus Welby, M.D.

#### WEDNESDAY

How Now  
Beverly Hillsbillies  
Medical Center  
Hawaii Five-O

The Virginian  
Kraft Music Hall  
Then Came Bronson

Manny and the Professor  
Courtship of Eddie's  
Father  
Room 222  
Johnny Cash  
Engelbert Humperdinck

#### THURSDAY

Family Affair  
Jim Nabors  
Thursday Movie

Daniel Boone  
Ironside  
Dragnet  
Dean Martin

Pat Paulsen 1/2 Comedy  
Hour  
That Girl  
Bonanza  
Tom Jones  
Paris 7000

#### FRIDAY

Get Smart  
Tim Conway  
Hogan's Heroes  
Friday Movie

High Chaparral  
Name of the Game  
Bracken's World

Flying Nun  
Brady Bunch  
Ghost and Mrs. Muir  
Here Comes the Brides  
Love, American Style

#### SATURDAY

Jackie Gleason  
My Three Sons  
Green Acres  
Petticoat Junction  
Maude

Andy Williams  
Adam-12  
Saturday Movie

Let's Make a Deal  
Hollywood Cam  
Lawrence Walk  
Hollywood Palace  
Cosby's World

#### SUNDAY

Lucie  
To Rome with Love  
Ed Sullivan  
Glen Campbell

Marlin Perkins  
Walt Disney  
Bill Cosby  
Bonanza

Land of the Giants  
The FBI  
Sunday Movie